DOCUMENT RESUME

ED 116 841 RC 008 911

TITLE	Covelo Indian Community Career Development Program. End of Year Report, April 1, 1975-June 30, 1975.
INSTITUTION	Covelo Indian Community, Calif.
SPONS AGENCY	Bureau of Indian Affairs (Dept. of Interior), Sacramento, Calif. Sacramento Area Office.
PUB DATE	75
NOTE	109p.
EDRS PRICE	MF-$0.76 HC-$5.70 Plus Postage
DESCRIPTORS	Adult Education; *American Indians; Career Education; *Community Involvement; Counseling; *Evaluation; Higher Education; Job Placement; *Program Descriptions; Reservations (Indian); Testing Programs; *Vocational Development; Vocational Training Centers
IDENTIFIERS	California (Covelo); *Covelo California Indian Community

ABSTRACT

Describing the initial implementation period (April 1--June 30, 1975) of the Covelo Indian Community's Career Development Program, this report presents: (1) the Director's Report which deals with implementation delays, revised time frames, contracts for personnel, the new site, the board of directors, record keeping, testing instruments, charts, extra service highlights (services to college-bound students), the development center as a training center, and the cooperation between the Bureau of Indian Affairs' Area Offices and the community; (2) the Coordinator's Report (a brief summary of the coordinator's activities with particular reference to hiring of the director); (3) the Liaison Counselor's Report on the multimedia center, tutorial questionnaires, and financial aid application and community service report instruments); (4) the Detailed Interim Process Evaluation Report of Project Activities which addresses the administration component, counseling, career education, higher education, adult education, adult vocational training, and job placement. Generally commending the community involvement in the project, the evaluator's report recommends that energies be directed toward those areas of the project which are behind schedule. Appendices are attached and include: (1) Status Report, June 10, 1975; (2) Council Verifications; (3) Director's Monthly Reports; and (4) Instruments and Forms. (JC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED116841

rec 05-01-76

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM

YEAR END REPORT

April 1, 1975 - June 30, 1975

CAREER DEVELOPMENT
BUREAU OF INDIAN AFFAIRS
SACRAMENTO AREA OFFICE

ROUND VALLEY INDIAN RESERVATION

R0008911

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM

TABLE OF CONTENTS

ITEM OF DESCRIPTION	PAGE REFERENCE
DIRECTOR'S REPORT	Pages 1 through 6
COORDINATOR'S REPORT	7
LIAISON COUNSELOR'S REPORT	8
EVALUATOR'S YEAR END REPORT	9 through 13

APPENDIX A. STATUS REPORT, JUNE 10, 1975

B. COUNCIL VERIFICATIONS

C. DIRECTOR'S MONTHLY REPORTS

D. INSTRUMENTS AND FORMS

DIRECTOR'S STATUS AND YEAR END REPORT OF PROJECT ACTIVITIES

April 1, 1975 - June 30, 1975

COVELO INDIAN COMMUNITY

CAREER DEVELOPMENT PROGRAM

Submitted by
Ernest Merrifield

ROUND VALLEY INDIAN RESERVATION

DIRECTOR'S STATUS AND YEAR END REPORT

July 2, 1975

Two months of implementation of the Career Development Program has shown many positive results within our Covelo Indian Community. General community reaction has already provided means by which the program may be modified for more effectiveness and better service. Questions brought to the attention of the Career Development staff by our community have led our staff to develop activities which in the future will maintain a high level of enthusiasm and awareness. A mention of those modifications will be included in this report. The success of our program will be due to the continuation of the great enthusiasm for and active support with the activities of the Career Development Program.

Our people are already beginning to realize the potential of our program objectives, and we will all very soon know that the future of our self-help and self-determination will be a direct result of the service which is now being provided.

ONE MONTH'S DELAY IN IMPLEMENTATION

The Covelo Indian Community Council was reluctant to advertise for and hire a director due to the delay in contract funding and contract submittal. This was an unfortunate event, which resulted in the project implementation time frame allowance of two months to achieve three months of scheduled implementation activities.

A project "Coordinator" position was drafted, advertised, and filled in order to begin pre-contract stages of preparation for project implementation. This coordinator position was managed and supervised by our Tribal Council and

funded by the Comprehensive Employment Training Act (C.E.T.A.).

REVISED TIME FRAMES FOR COMPONENTS

The preparation for and development of activities pertaining to the components, Adult Ed., A.V.T., and Job Placement, was too demanding since the Placement and Resource Counselors were not staffed until July 1, 1975. Activities outlined within these components could only be achieved by the assigned counselor. In order to complete and achieve those performance objectives which are deficient, a revision to the time frame will be made to allow ample time.

DELAY FOR THE MULTI-MEDIA CENTER

An unforseen delay in the acquisition of Multi-Media equipment, materials, and supplies was due to orders being returned for adjustments in price. A majority of prices were increased by 10%. Also, orders from the Government Supply Agency (GSA) are still due to arrive. Future plans which involve ordering equipment or supplies must take into consideration the lengthy time for delivery. The Multi-Media Center is expected to be fully equipped and supplied by the end of July.

CONTRACTS FOR PERSONNEL

A possible modification to the personnel services facet of the project proposal would deal with the stipulation for staff members to be hired under contract for a duration of six months or a year. Comments and suggestions have been expressed to this Director reflecting the desire for employee contracts.

NEW SITE

Shortly after our community decided to implement a Career Development Program, our Tribal Council voted to construct the program within a new community

"Special Services Building". This new building is built over the same location as the "Old Reservation Grammar School". For many of us community members, the feeling or tone of school still exists within this atmosphere, so this new site is actually more suitable for a "Learning Center" compared to being built within the Community Recreation building. Since we have begun implementation of the program, many community members have stopped and visited us to see what is being done. Our Newsletters to our community have also enhanced the strong interest and enthusiasm shown by our people.

Also, the entrance to our new site is bordered by a large lawn space, which can be utilized for outside instruction.

BOARD OF DIRECTORS

A board of directors for our Career Development Center has been selected by our Tribal Council. The five-member board was selected from a list of 23 community members who were eager to help develop the program. Most of the 23 people were instrumental in the formulation and writing of the project proposal, therefore, the implementation of the program will be given a more effective assistance by the board of directors.

The primary function of the Board is to monitor the activities of the program and assist the director in any modifications needed.

The highlight concerning our Board of Directors functions to date has to do with the screening and recommendations made to the project Director for hiring the receptionist secretary, Placement Counselor, and the Resource Counselor. The Director commends the members of the Board for the many hours of time and patience given to the difficult task of choosing the best possible candidate for each position.

It should also be noted that a great number of our community applied for the

various positions.

FILES AND RECORDS

Upon initial contract with a client, a record system will be kept in order, showing close detail in regard to the client's interest and desires, the client's job experience, and the client's tribal affiliation. The client's files will also contain a "client tracking system" form, or forms, which will indicate the client's activities after training programs or post job placement. The CDC staff is presently using the Community Services Report application developed by the Sacramento Area Office. As the program progresses, the area office and project staff will combine their efforts to develop one application.

INSTRUMENTS AND CHARTS

Instruments for pre-post testing, assessing community needs, usage forms, evaluation forms, and others to affect project goal achievements were developed on a contracted service basis. Charts relating time frames per performance objectives were also developed by contract. This director chose our local school district certificated staff to study the project proposal and develop instruments according to instruction and interpretation of the project proposal.

Appendix D of this YEAR END REPORT will include forms and instruments developed for each Component of our project proposal.

EXTRA SERVICE - HIGHLIGHTS

During the course of implementation, extra services were provided, in that client services were to be in operation after July 1, 1975. The three member (implementation) staff provided services to several college-bound students by way of counseling and assisting with admission applications. Direct

consultation with future adult education client's resulted in a formulation of individualized needs assessments to be activated as soon as instruction and scheduling can be organized.

CAREER DEVELOPMENT CENTER - TRAINING CENTER

The Career Development Center staff has taken two youth-trainees. The summer Youth Program is sponsored by the Inter-Tribal Council of California (I.T.C.C.).

These two young community members will spend the summer months with us, and they are enjoying the experiences gained pertaining to secretarial, counseling, librarian, and administrative duties. A bright spot for the CDC is the communication to the high school by these trainees upon their return back to school this fall.

CONCLUSION AND OVERVIEW - 1976

The success of the implementation of this project directly illustrates several facts in regard to American Indian Communities, and to our Covelo Indian Community particularly.

First of all, the staff being obtained from our own community shows that our Tribal Council is relying on and expressing confidence in our community members for the administration and implementation of Tribal programs.

The fact that five of our six member staff are American Indian people brings to light the realization that Indian communities no longer have to depend on non-Indian people to "set up and operate" programs. Our non-Indian staff member is a member of our community by virtue of possessing a great understanding of our Indian way, and a great sensitivity to the needs of our Covelo Indian Community.

The fact that our community has worked well together with the Agency and Area offices of the Bureau of Indian Affairs is definite proof of the harmony of progress toward self-determination through education and self-realization.

This director is certain of the valuable progress to be made by this program. Speaking for our total staff, we are proud of our Board of Directors, our Tribal Council, and proud to be able to provide services for our community members.

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM

COORDINATORS REPORT

Submitted by

Frieda Heenan

ROUND VALLEY INDIAN RESERVATION

REPORT

Coordinator

The Covelo Indian Community Council hired a Career Development Coordinator to carry out administrative assistant duties, keeping within guidelines of the Career Development proposal. The reason for hiring a Coordinator was due to delay in funding by one month. The delay in funding caused a delay in hiring the staff as stated in the proposal. Therefore the Covelo Indian Community Council took initiative and hired a Coordinator to carry out administrative duties until a Director was hired.

The Coordinator assisted in developmental plans in Career Development facilities, cost estimate and layout. Additional tasks were community relations. This was to inform and involve our community members of career planning and preparation. Then our clients would be aware of services available to them in the near future.

In early April, job descriptions for a Director and a Counselor-liaison were sent to various colleges and universities with Native American staff. These same job descriptions were advertised locally. The Tribal Council processed the job applications and hired a Director with the assistance of a representative from Central California Agency, Sacramento, California. The Director was hired May 1, 1975.

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM

LIAISON COUNSELLORS REPORT

Submitted by
Frieda Keenan

ROUND VALLEY INDIAN RESERVATION

REPORT

Liaison Counselor

The Career Development Center has been developed. It will serve Indian Community members in counseling and information regarding Higher Education and Career Education. Newsletters are being sent to community members informing them of available services.

The Multi-Media Center has been developed. A list of available materials will be filed on 3 x 5 cards in the Media Center. The informational instruments will be placed in instructional material filing cabinets and posted on literature display racks. These materials will serve prospective clients on Higher Education programs, schools and will keep the clients apprised of available opportunities.

Tutorial questionnaire forms were sent to teachers in the community requesting their views on an effective tutorial program. The questionnaires are filed in the director's office. They will develop an efficient tutorial program to meet the academic and training needs of the clients. It will create a total educational experience in Career Development and preparation.

Financial aid application and community service report instruments (or forms) are filed in the director's office. These instruments will assist the client in obtaining financial assistance and will determine the financial needs as verified by the counselor.

Pre/post test instruments will help the counselors in giving better service to the clients. These instruments are on file in the director's office. They will provide specific counseling and services to obtain optimal benefits for a client.

All instruments so far developed will meet the needs of the clients. They will assist in developing a client's need in Career preparation.

DETAILED INTERIM PROCESS EVALUATION REPORT OF PROJECT ACTIVITIES

YEAR END REPORT

April 1, 1975 - June 30, 1975

BUREAU OF INDIAN AFFAIRS

CAREER DEVELOPMENT PROGRAM

Submitted by
Sal Gelardi

ROUND VALLEY INDIAN RESERVATION

This report intends to identify the year end status of project objectives. It is a follow-up to the evaluation status report completed June 10, 1975, and will address primarily the deficiencies identified in that report as they relate to the achievement of objectives and the over-all success of the project.

ADMINISTRATION COMPONENT

The objectives of the Administration Component have been achieved as specified with the exception of the following:

- All monies have been encumbered however receipt of some equipment and materials is not on schedule due to inherent delays in processing.

- The monitoring procedures, instruments and forms for evaluation and data collection have been developed. A "design" showing the interrelationships and flow of the evaluation system is not complete. Projected date for completion of this design is July 30, 1975.

- Monthly process/monitoring reports have been completed by the director as verified by this evaluator. The reports have not been submitted to the agency as planned. A form is being designed for completing and submitting the monthly reports.

The "usage record system" has been developed as planned. Independent personnel were employed on a short term contract basis to compensate for the delays identified in the interim status report.

COUNSELING

Most of the component objectives are designed for implementation and completion in 1976. Those activities scheduled prior to July 1, 1975 have been completed.

- The Multi-Media Center is still behind schedule due to material/equipment acquisition delays. However, the Center is being used by the community and clients. Approximately 1/2 the furnishings, and 1/3 of the materials have not been secured.

- The single application form is being developed. Completion of this form is scheduled for September, 1975. Presently, the form provided by the agency is being used.

Counseling services are being provided to the target population. Clients are being processed and placed according to the project as verified by participation and usage records.

CAREER EDUCATION

Component objectives have been achieved or initiated according to the time frame. The pre/post student assessment instruments have been completed. They include directions for administering, a kindergarten pre/post assessment instrument, as well as separate pre/post instruments for the various grade levels. (1-3, 4-6, 7-9, 10-12) This evaluator commends the quality of Career Education assessment instrumentation.

HIGHER EDUCATION

All objectives for this component are scheduled for completion during the second funding period July 1, 1975 - June 30, 1976.

- A form for identifying funding sources has been developed and sources are presently being listed. The processing of clients will be facilitated by a coding system that relates the funding sources to client referrals.

- The pre/post instrument has been completed (refer to Career Ed).

Implementation of the higher ed. component is now on schedule. The Multi

Media Center is constantly adding to the material pertaining to higher education. Most significant is the fact that several clients have been processed and placed at Sonoma State College via the Career Development Center.

ADULT EDUCATION

The development of a local Adult Education program has not been achieved as scheduled. Needs of the community are presently being processed. Other activities pertaining to this objective have been initiated. Achievement of this objective has been rescheduled for October 30, 1975.

The development of an on-the-job training program has not been achieved as scheduled. Some training needs have been identified and training situations are being developed. Achievement of this objective has been rescheduled for October 30, 1975.

The adult learning center has been completed and is presently being used.

ADULT VOCATIONAL TRAINING

The Adult Vocational Training referral program has not been completed as designed. All activities have begun however the "needs" and "sources" must be expanded before placement can begin.

The AVT media center is complete and is presently being used. The community awareness program is successful as verified by feedback regarding the project.

JOB PLACEMENT

Development of a "job bank" is complete in design however expansion thereof is a continuous process. Job placement counseling activities have begun however full implementation is not expected until the fall.

EVALUATORS CONCLUSIONS AND RECOMMENDATIONS

Implementation of the project is progressing at a very acceptable rate. Most delays in the physical development of the center are out of control of the project. All personnel, and sufficient materials and equipment have been secured for implementation. Inherent delays in the acquisition of materials should be considered in future activities.

This evaluator commends the directing of "energies" to those areas of the project behind schedule. More specifically, the contracting of the development of forms and instrumentation is paramount in contributing to the over-all success of the project. In addition the use of school personnel in developing career education associated materials will prove rewarding when the career ed. component reaches the school. The pre/post assessment instruments for specific grade levels are of exceptional quality; more importantly, they were developed by those most closely associated with the students.

The management and monitoring system of the administrative component merits recognition. Each component is governed by a master chart which specifies the objectives and activities including their time frame. Scheduled implementation dates are recorded in red while actual implementation is recorded in green. Any discrepancies are easily identified by this monitoring system.

Several objectives were not completed as scheduled. This evaluator recognizes that projected dates of completion were not accurate and recommends revision of the time frame to reflect actual anticipated completion dates. However, the intent of the objectives remains valid and should not be modified in the process.

The project could be enhanced by diverting more energies to communicating with other groups of similar purpose. Job training and placement, adult education, and the acquisition of related materials could benefit from the "extra effort."

This evaluator has monitored the records and instrumentation, spoke with the personnel, and observed the physical set-up of the Center. From these activities it can be concluded that the project in its intent, design, and implementation is one of exceptional quality.

APPENDIX A. STATUS REPORT, JUNE 10, 1975

DETAILED INTERIM PROCESS EVALUATION REPORT OF PROJECT ACTIVITIES

STATUS REPORT

April 1, 1975 - June 10, 1975

BUREAU OF INDIAN AFFAIRS

CAREER DEVELOPMENT PROGRAM

Submitted By
Sal Gelardi

ROUND VALLEY INDIAN RESERVATION

ADMINISTRATION

Objective 1.0, 2.0, Activity 1.1-1.5, 2.1-2.5

Development of the "Career Development Center" (CDC) was initiated on schedule April 1, 1975. A "Coordinator" was employed March 24, to act as the director until a director was selected. Pre-service activity for the coordinator consisted of review of the written project. Advertising for other positions took place the second week of April. Material and equipment acquisition began April 3, 1975. However, GSA delays have prevented accomplishing the activity on time.

Building modification began April 1. The tribal council changed the original site of the CDC, (verified in minutes of tribal council meeting 3/18/75). The "Special Services Center" was designated as the new site for the CDC at the council meeting, 3/20/75. The original site alloted 1400 square feet to the CDC, the new site allows 1200 square feet of interior space along with an excess of 1000 square feet of lawn available for outside programs or demonstrations. This evaluator feels the "new site" is better suited for a CDC due to its educational nature where as the original site is primarily recreational nature.

The project director was employed May 1, 1975. Pre-service activities included initial development of the project along with active participation in implementation activities. The liaison counselor and executive secretary were employed as scheduled. In-service for the liaison counselor includes review of the project and attendance of a counselor workshop for native Americans on May 1, in Arcata, California.

3.0, 4.0, 7.0, Activities 3.1-3.6, 4.1-4.4, 7.1

Development of a usage record system has not begun as planned. Inherent delays in personnel and material acquisition accounts for this delay. Plans have been made for the securing of instruments specified in 4.0. The project is temporarily using a pre-developed instrument for processing clients and referrals.

5.0, Activities 5.1, 5.2, 5.4, 5.7, 5.8

An evaluation and reporting file has been established. Analysis of activities and completion of interim and progress reports is taking place as scheduled.

6.0, 7.0, Activities 6.1-6.10, 7.1

The monitoring of activities and expenditures has been conducted according to the design. A complete file of strength, weaknesses, and recommendation is being maintained. Information dissemination has taken place as verified by news publication.

COUNSELING

1.0, 1.1-1.4

The Career Development Facility has been developed as described above. Materials acquired for the Multi Media Center include office furniture and the Audio Visual cabinet. Development of the Multi Media Center is behind schedule due to delays in material acquisition. Information has been disseminated to the community. Community participation will be postponed until the Media Center is complete. Accomplishment of this objective is on schedule.

3.0, 3.1-3.8

The monitoring of activities and expenditures is being conducted. A file for records and evaluation of counseling services has been established. Implementation of the counseling activities is on schedule.

4.0, Activities 4.1

Presently, an application form provided by the agency is being used for the processing of clients. This form will be continuously modified as additional services are identified. Final modification and development is scheduled for September of 75.

CAREER EDUCATION

1.0, 2.0, 1.1-1.5, 2.1

Activities for Career Education are continuous through 75/76. Initial steps have been taken to prepare for implementation of this component. Materials developed by an ESEA Title III, Career Education program at Ceres Unified School District, Modesto, CA., have been ordered by the CDC project. These materials will be provided to Round Valley School district. In addition, class visitations to the Center have been described with school personnel. In addition, the Elementary school has included an optional component in Career Ed. to its compensatory education program due, in part, to the influence of the CDC.

3.0, 3.1, 3.3

Development of the "pre/post instrument" for assessing counseling services has not begun. The scheduling of counseling services has been discussed with school personnel. Note: Some counseling services have been provided to high school students prior to the planned implementation of this activity. These services included the processing of applications and recommendations regarding higher education.

HIGHER EDUCATION

1.0 Activities 1.1-1.3

The identification of funding sources available to clients has not been initiated as scheduled. A record system has been developed incorporatrng plans for maintaining records of higher Education financial needs of clients. This evaluator verifies the compilation of material and information on higher education including 32 college catalogues and 15 pamphlets.

2.0, 2.1-2.6

Implementation of these activities was initiated on schedule. However, the major impact of these activities will not be realized until full implementation occurs during the Fall of 75.

3.0, 3.1-3.5

The development of the Higher Education portion of the Multi Media Center is well under way. These activities have been conducted as planned.

4.0 Development of the instrument has not been initiated. (refer to 3.0 of Career Ed)

ADULT EDUCATION

1.0, 1.1-1.6

A community survey/needs assessment has been completed. The Adult Education needs have been prioritized and the subsequent development of programs is being planned. Implementation is taking place as planned.

2.0 Activities 2.1-2.7

Programs and classes will be held, primarily, at the CDC. The actual development of the programs has not been completed. At the present rate of progress achievement of this objective will occur as scheduled.

3.0 (same as 1.1-2.7)

4.0, 4.1-4.3

A partial assessment of On the Job Training needs has been conducted, however, this activity should be expanded. A "pool" of OJT placement potential has been partially developed.

5.0 Activities 5.1-5.7

Development of the "on the job training" program has been initiated as scheduled. Implementation of the activities depends primarily on identifying clients with OJT needs. However, it is important to note that adult education counseling services are presently being provided to clients even though the program has not been finalized. Services have included identifying course needs via client consultation, consultation regarding GED, potentials for evening programs; and future participation by clients.

6.0

The adult learning center is presently being developed. Approximately 2/3 of the budget allocations in this all have been incumbered. Listening carrels, desks, chairs, have been obtained. The A.V. Mobile Cabinet and a Mobile reading lab have been ordered. Installation of carpets and drapes is scheduled for the third week in June.

ADULT VOCATIONAL TRAINING

1.0, 2.0 Activities 1.1-1.6

Assessment of A.V.T. needs has begun. A needs assessment has been conducted and additional needs are being compiled through client counseling. Development of the list of AVT placement sources has taken place; this is an open ended list that will be expanded as additional situations are identified. Match/Mis-Match activities have not taken place. Community awareness is being accomplished by information dissemination activities, however, specific activities regarding community awareness of the A.V.T. program have yet to be conducted.

3.0 Activities 3.1-3.5

Compilation and organization of AVT materials has been conducted as planned. Consultation services have been provided, however, full implementation of this activity will not take place until the Fall of 75. Community inservice and awareness programs have been initiated however more energies should be devoted to those activities in order to achieve a desired impact.

4.0, 6.0 Activities 4.1-4.8, 6.1-6.8

Identification of AVT needs and placement services is being conducted. "Referral Forms" are being developed through modification of a form provided by the BIA, Sacramento, office. Monitoring and follow-up activities are taking place as planned. Identification of additional funds has taken place primarily through the BIA in Sacramento. Other funding sources have not been identified.

5.0 Activities 5.1-5.4

Coordination with Mendocino Community College has taken place. Plans for AVT course offerings, and on site programs are presently in process. This evaluator commends accomplishment and efforts pertaining to community college articulation.

JOB PLACEMENT
1.0, 3.0, 5.0 Activities 1.1-1.5, 3.1-3.2

A "job placement" section is being included in the development of the Multi-Media Center a resource pool of "job placement" situations has been initiated and plans include continuous expansion of the "job bank". A formal "needs assessment" for job placement among the Indian community has not been developed. Counseling services have been initiated, however, full implementation of this activity has not occurred. Monitoring and reporting activities are in process.

EVALUATOR CONCLUSION AND RECOMMENDATIONS

Development of the Career Development Center is taking place as planned. A change was made in the original site which enhances the quality and intent of the project. Some delays in the ordering and acquisition of materials detract from the planned implementation of the project. This evaluator commends the progress that has taken place in the physical development of the center. Steps should be taken to hasten the ordering and acquiring of materials. A formal process would expediate these activities.

Implementation of project activities have been initiated as planned. Failure to implement for project design can be attributed to delays in hiring personnel and acquisition of materials. It should be recognized that there may be a problem in achieving some of the objectives scheduled to be completed by June 30, 1975, due to the excessive demands on the limited number of staff provided for by the project. There is an apparent descrepancy between the amount of work to be accomplished and the available energies. More specifically, the development of forms and instruments demand considerably more energies (time) than were allocated in the original proposal. Given consideration to the above progress is taking place at a very acceptable level; and in several instances related to building modification progress is occurring at an exceptional rate.

More energies need be allocated to the development of the records and file systems and the development of forms and instruments. This can be achieved by the temporary employment of clerical assistants to allow the professional staff to concentrate on implementation activities.

The acquisition of materials related to higher education merits recognition. These materials have been acquired, organized, and filed as verified by their evaluator.

In assessing the success of project implementation it should be noted that central office funding was delayed by one month. This should be considered along with other delays not controlled by the project. Due to the delay in funding and the fact that the original program could not anticipate many of the potential problems several revisions should be considered. Projected date for the achievement of objectives and implementation of activities should be recieved and modified to reflect the actual date of accomplishment. In addition, a budjet revision should reflect changes that would facilitate project implementation and the redistribution of energies designed to the enhance the project.

APPENDIX B. COUNCIL VERIFICATIONS

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM
Round Valley Indian Reservation

June 30, 1975
Date

Louise Miller, Education Specialist
Bureau of Indian Affairs
Sacramento Area Office
2800 Cottage Way
Sacramento, California 95825

Dear Mrs. Miller:

This is to certify that the Tribal Council and project evaluator have examined the performance and product criteria of the component objectives and hereby acknowledges achievement of those objectives at specified levels.

COMPONENT: Administration
OBJECTIVES: 1.0

Activities: 1.1 - 1.5

Constructed and developed the Career Development Center.

Ernest Merrifield
Ernest Merrifield, Director

Joseph G. Russ
Joe Russ, Chairman
Covelo Indian Community Council

Sal Gelardi
Sal Gelardi Evaluator

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM
Round Valley Indian Reservation

June 30, 1975
Date

Louise Miller, Education Specialist
Bureau of Indian Affairs
Sacramento Area Office
2800 Cottage Way
Sacramento, California 95825

Dear Mrs. Miller:

This is to certify that the Tribal Council and project evaluator have examined the performance and product criteria of the component objectives and hereby acknowledges achievement of those objectives at specified levels.

COMPONENT: Administration
OBJECTIVES: 3.0

Activities: 3.1 - 3.6

Development of client usage records.
Development of material usage records.

Ernest Merrifield
Ernest Merrifield, Director

Joseph A. Russ
Joe Russ, Chairman
Covelo Indian Community Council

Sal Celardi
Sal Celardi Evaluator

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM
Round Valley Indian Reservation

June 30, 1975
Date

Louise Miller, Education Specialist
Bureau of Indian Affairs
Sacramento Area Office
2800 Cottage Way
Sacramento, California 95825

Dear Mrs. Miller:

This is to certify that the Tribal Council and project evaluator have examined the performance and product criteria of the component objectives and hereby acknowledges achievement of those objectives at specified levels.

COMPONENT: Administration
OBJECTIVES: 4.0

Activities: 4.1 - 4.4

Development of data gathering and evaluation instruments.

Ernest Merrifield
Ernest Merrifield, Director

Joseph A. Russ
Joe Russ, Chairman
Covelo Indian Community Council

Sal Gelardi
Sal Gelardi Evaluator

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM
Round Valley Indian Reservation

July 3, 1975
Date

Louise Miller, Education Specialist
Bureau of Indian Affairs
Sacramento Area Office
2800 Cottage Way
Sacramento, California 95825

Dear Mrs. Miller:

This is to certify that the Tribal Council and the Sacramento Area Office have examined the performance and product criteria of the component objectives and hereby acknowledges achievement of those objectives at specified levels.

COMPONENT: Administration
OBJECTIVES: 5.0

Activities: 5.1 - 5.2

Conducted monitoring procedures and reports.

Ernest A Merrifield

Ernest Merrifield, Director

Joseph A. Russ

Joe Russ, Chairman
Covelo Indian Community Council

Louise Miller

Louise Miller, Education Specialist

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM
Round Valley Indian Reservation

June 30, 1975
Date

Louise Miller, Education Specialist
Bureau of Indian Affairs
Sacramento Area Office
2800 Cottage Way
Sacramento, California 95825

Dear Mrs. Miller:

This is to certify that the Tribal Council and project evaluator have examined the performance and product criteria of the component objectives and hereby acknowledges achievement of those objectives at specified levels.

COMPONENT: Administration
OBJECTIVES: 5.0

Activities: 5.1 - 5.8

5.0 development of monitoring procedures provided progress evaluation.

Conducted reporting procedures and documented daily activities.

Ernest Merrifield
Ernest Merrifield, Director

Joseph A. Russ
Joe Russ, Chairman
Covelo Indian Community Council

Sal Gelardi
Sal Gelardi Evaluator

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM
Round Valley Indian Reservation

June 30, 1975
Date

Louise Miller, Education Specialist
Bureau of Indian Affairs
Sacramento Area Office
2800 Cottage Way
Sacramento, California 95825

Dear Mrs. Miller:

This is to certify that the Tribal Council and project evaluator have examined the performance and product criteria of the component objectives and hereby acknowledges achievement of those objectives at specified levels.

COMPONENT: Administration
OBJECTIVES: 6.0

Activities: 6.1 - 6.10

Have provided finiancial reports on expenditures and budget revisions.

Have maintained weekley reports.
Have monitored personnel activities.

Ernest Merrifield
Ernest Merrifield, Director

Joe Russ
Joe Russ, Chairman
Covelo Indian Community Council

Sal Gelardi
Sal Gelardi Evaluator

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM
Round Valley Indian Reservation

June 30, 1975
Date

Louise Miller, Education Specialist
Bureau of Indian Affairs
Sacramento Area Office
2800 Cottage Way
Sacramento, California 95825

Dear Mrs. Miller:

This is to certify that the Tribal Council and project evaluator have examined the performance and product criteria of the component objectives and hereby acknowledges achievement of those objectives at specified levels.

COMPONENT: Administration
OBJECTIVES: 7.0

Activities: 7.1

Records and files will verify that evaluation and monitoring instruments have been developed.

The project has implemented performance objective 4.0 as verified by the Tribal Council.

Ernest Merrifield
Ernest Merrifield, Director

Joseph A Russ
Joe Russ, Chairman
Covelo Indian Community Council

Sal Gelardi
Sal Gelardi Evaluator

APPENDIX C. DIRECTOR'S MONTHLY REPORTS

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM

TO: Joseph Russ, Chairman, Covelo Indian Community Council
Richard Burcell, Superintendent, Central California Agency
Louise Miller, Education Specialist, Sacramento Area Office

FROM: Ernest A. Merrifield, Director

REF: Monthly Progress Report May 1975

GENERAL PROGRESS:

Generally, the implementation process is flowing well according to the contract proposal. Developments required for April have been completed during the month of May.

ACTIVITIES/TIME FRAME:

The Career Development Center is 70% complete. All components are developing according to the time frames.

Council hired Director. Director hired Liaison Counselor and Executive Secretary. Council selected a five member Board of Directors.

STRENGTHS:

Community interest is excelling.
The staff shows great enthusiasm.
The Tribal Council is providing maximum assistance.
Newsletter to the community is welcomed.

WEAKNESSES:

The staff has only two months time to complete a work load developed for three months.

RECOMMENDATIONS:

Contracted services are required to develop forms and instruments.
A budget revision is needed.

Submitted By:
Ernest A. Merrifield, Director
Ernest A Merrifield

Attch: Monthly Invoice

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM

TO: Joseph Russ, Chairman, Covelo Indian Community Council
Richard Burcell, Superintendent, Central California Agency
Louise Miller, Education Specialist, Sacramento Area Office

FROM: Ernest A. Merrifield, Director

REF: Monthly Progress Report June 1975

GENERAL PROGRESS:

Implementation is 95% complete.
Extended time frames for a few activities will allow total completion of the implementation process.

ACTIVITIES/TIME FRAME:

The Career Development Center is complete.
Instruments and forms are developed.
Monitoring charts are developed for each component.

STRENGTHS:

Contracted services included the use of local school district certificated staff members.
Sacramento Area office gave assistance in bookkeeping and reporting procedures.
We have received good response concerning our newsletter.

WEAKNESSES:

Multi-media equipment and supplies are delayed due to price increases.
A schematic chart for a total evaluation system has not been developed to date.

RECOMMENDATIONS:

Time frames for performance objectives will be revised in order for deficiencies to be corrected.

Submitted By:
Ernest A. Merrifield, Director
Ernest A Merrifield

Attch: Monthly Invoice

APPENDIX D. INSTRUMENTS AND FORMS

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM
Round Valley Indian Reservation

_____
DATE

CAREER EDUCATION 1.2
Suggested questionnaire
Teacher in-seivice

Dear Teacher:

The Indian Career Development Center welcomes any ideas you may offer for in-service training programs.

Please complete this form at your convenience and return it to the office. Thank you.

Sincerely,

E. Merrifield
Project Director

Dear Ernie:

I am most interested in knowing about:

( ) Career programs in effect at other schools
( ) Available materials for career guidance
( ) Resource experts
    ( ) Consumer awareness
    ( ) Values
    ( ) Elementary economics
    ( ) Career guidance
    ( ) Other_____
( ) Other suggestions:

_____

_____

_____

_____

CAREER EDUCATION 2.0
Multi Media Center Usage Record

Equipment Used	Used By	Date	Referred By	Browser	

CAREER EDUCATION 3.2 3.8
Instructions to Teachers

Dear Teacher:

This questionaire is designed to assess the attitudes and knowledge of students about careers, economics, and personal career goals.

If students have difficulty reading the questionaire, feel free to give help where needed or to read aloud to the class. Please do not give students suggestions or hints as to appropriate responses. Be sure students understand that this is not a test, and there are no "right" or "wrong" answers. There is no time limit.

K-1 Teachers only: Your students are provided with answer sheets only. Be certain they clearly understand how to mark responses. Please read the questions slowly, so that everyone has ample time to respond.

CAREER EDUCATION 3.2
Pre-assessment instrument
Kindergarten

INSTRUCTIONS: Each child is provided with an answer sheet. Instruct the children to mark the face which best shows their answer by putting a large X across the face. Read each question slowly, giving the children plenty of time to respond.

SAMPLE: Are kittens furry?	YES	NO	DON'T KNOW
1. Do you think about what you will be when you grow up?			
2. Is there a place in Covelo where you can learn about jobs?			
3. Can you do any job you choose when you grow up?			
4. Is money important?			
5. Do you want to learn about different jobs?			

CAREER EDUCATION 3.8
Post-assessment instrument
Kindergarten

INSTRUCTIONS: Each child is provided with an answer sheet. Instruct the children to mark the face which best shows their answer by putting a large X across the face. Read each question slowly, giving the children plenty of time to answer.

SAMPLE: Do birds fly?	YES	NO	DON'T KNOW
1. Do you think about what you will be when you grow up?			
2. Can you think of some jobs you might like?			
3. Is there a place in Covelo where you can learn about jobs?			
4. Have you visited the Career Development Center this year?			
5. Does the Indian Career Development Center help people learn new jobs?			
6. Does the Indian Career Development Center help people find jobs?			
7. Have you learned about many different jobs this year?			
8. Can you do any job you choose when you grow up?			
9. Is money important?			
10. Have you learned about money in school this year?			

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM
Round Valley Indian Reservation

_____
DATE

CAREER EDUCATION 3.2
Pre-assessment instrument
Grades 1-3

INSTRUCTIONS: Put an X on the face that best answers each question.

SAMPLE:	YES	NO	DON'T KNOW	
A. Do you like ice cream?				
B. Have you been to the moon?				
1. Do you think much about what you want to be when you grow up?				
2. Do you know a place in Covelo where you can learn about jobs?				
3. Does school teach you about different jobs in the world?				
4. Can you do any job you choose when you grow up?				
5. Is school important now so that someday you can choose the job that is best for you?				
6. Is it important to learn about jobs people do in the world?				
7. Is it easier to find a job if you graduate from highschool?				
8. Is it important to earn money?				
9. Do you understand where money comes from and why it is used?				
10. Is it important to plan for the future?				

CAREER EDUCATION 3.8
Post-assessment instrument
Grades 1-3

INSTRUCTIONS: Put an X on the face that best answers each question.

SAMPLE:	YES	NO	DON'T KNOW
A. Is an elephant big?			
B. Is a flea big?			
1. Do you think much about what you want to be when you grow up?			
2. Have you thought of some jobs you might like?			
3. Do you know a place in Covelo where you can learn about jobs?			
4. Have you visited the Indian Career Development Center?			
5. Does the Indian Career Development Center help people learn new jobs?			
6. Does the Indian Career Development Center help people find jobs?			
7. Does school teach you about different jobs in the world?			
8. Have you learned about any new jobs this year?			
9. Can you do any job you choose when you grow up?			
10. Is school important now so that someday you can choose the job that is best for you?			
11. Is it easier to find a job if you graduate from highschool?			
12. Is it important to learn about jobs people do in the world?			

13. Are there many different places in the world where you might live and work?

14. Is it important to earn money?

15. Do you where money comes from and why it is used?

16. Is it important to learn how to use money carefully?

17. Have you learned about money in school this year?

18. Is it important to plan for the future?

CAREER EDUCATION 3.2
Pre-assessment instrument
Grades 4-6

INSTRUCTIONS: Put an X beneath the best answer for each question.

SAMPLE:	YES	NO	DON'T KNOW
A. Is a banana a fruit?			
B. Is a bird an insect?			
1. Do you think a lot about what you want to be when you grow up?			
2. Do you know a place to go in Covelo to learn about jobs?			
3. Does school teach you much about different jobs in the world?			
4. Is school important now so that someday you can choose the job that is best for you?			
5. Is it important to learn about different jobs?			
6. Do you feel you can do any job you choose when you grow up?			
7. Is it easier to find a job if you graduate from highschool?			
8. Is earning money important?			
9. Do you know where money comes from and why it is used?			
10. Do you need to know more about how to use money?			
11. Is special training important to be able to get a good job?			
12. Do you feel it is important to begin planning now for the future?			

CAREER EDUCATION 3.8
Post-assessment instrument
Grades 4-6

INSTRUCTIONS: Put an X beneath the best answer for each question.

SAMPLE:	YES	NO	DON'T KNOW
A. Is an elephant huge?			
B. Is a giant small?			
1. Do you think a lot about what you want to be when you grow up?			
2. Do you know of some jobs you might like?			
3. Do you know a place to go in Covelo to learn about jobs?			
4. Have you visited the Indian Career Development Center?			
5. Does the Indian Career Development Center help people learn how to do new jobs?			
6. Does the Indian Career Development Center help people find jobs?			
7. Does school teach you much about different jobs in the world?			
8. Is school important now so that someday you can choose the job that is best for you?			
9. Have you learned about any new jobs this year?			
10. Do you feel you can do any job you choose when you grow up?			
11. Is it easier to find a job if you graduate from highschool?			
12. Is special training important to be able to get a good job?			

13. Is it important to learn about different jobs?

14. Are there many different places in the world where you could work?

15. Is earning money important?

16. Do you understand where money comes from and why it is used?

17. Have you learned about money in school this year?

18. Do you feel it is important to begin planning now for the future?

CAREER EDUCATION 3.2
Pre-assessment instrument
Grades 7-9

INSTRUCTIONS: Put an X beneath the best response to each statement.

	Agree	Strongly Agree	Slightly Disagree	Disagree	Strongly Disagree	No Opinion
1. I have thought a lot about my future career.						
2. I know of a place in Covelo where I can receive career guidance.						
3. School has provided much information about different careers.						
4. I feel I will be prepared to pursue whatever career I choose when I graduate from highschool.						
5. It is important to learn about different careers.						
6. School is an important part of preparing for the future.						
7. It is important to begin planning now for the future.						
8. It is important to support myself with a career.						
9. I understand where money comes from and why it is used.						
10. I understand what it means to budget income.						
11. I know what capitalism is and how it works in the U.S.						
12. I need to know more about how to use money wisely.						

CAREER EDUCATION 3.8
Post-assessment instrument
Grades 7-9

INSTRUCTIONS: Put an X beneath the best response to each statement.

	Agree	Strongly Agree	Slightly Disagree	Disagree	Strongly Disagree	No Opinion
1. I have thought a lot about my future career.						
2. I have several ideas about possible careers.						
3. I know of a place in Covelo where I can receive career guidance.						
4. I have visited the Indian Career Development Center.						
5. The Indian Career Development Center helps people train for careers.						
6. The Indian Career Development Center helps people find jobs in their chosen careers.						
7. School has provided much information about different careers.						
8. It is important to learn about different careers.						
9. School is an important part of preparing for the future.						
10. It is important to begin planning now for the future.						
11. I feel I will be prepared to pursue whatever career I choose when I graduate from highschool.						
12. It is important to support myself with a career.						

13. I understand where money comes from and why it is used.

14. I understand what it means to budget income.

15. I understand what capitalism is and how it works in the U.S.

16. I need to know more about how to use money wisely.

CAREER EDUCATION 3.2
PRE-ASSESSMENT INSTRUMENT
GRADES 10-12

INSTRUCTIONS: Put an X beneath the best response to each statement.

	Agree	Strongly Agree	Slightly Disagree	Disagree	Strongly Disagree	No opinion
1. I have definite plans for a career after highschool.						
2. I know of an egency in Covelo where I can receive help in preparing for a career.						
3. School is giving me lots of help on preparing for a career.						
4. The counseling services at this school have helped me in planning my future.						
5. I have many ideas about different careers which I might follow.						
6. I have a good understanding of the way capitalism works in the United States.						
7. It is important to me to be able to support myself financially as an adult.						
8. It is possible for me to have a career which is both meaningful to me and financially rewarding.						
9. Most rewarding jobs require special training.						
10. I know how to get the training needed for the career of my choice.						

CAREER EDUCATION 3.2
Grades 10-12 (con't)

11. I am making choices now which affect my future.

12. I am getting the preparation necessary to succeed in the world beyond highschool.

13. I feel prepared to complete successfully with people my age othside Round Valley.

14. There are many places in the world where I could live and work successfully.

15. I am well-informed about financial assistance which may be available to me while I am preparing for a career.

Agree	Strongly Agree	Slightly Disagree	Disagree	Strongly Disagree	No Opinion

CAREER EDUCATION 3.8
Post-assessment instrument
Grades 10-12

INSTRUCTIONS: Put an X beneath the best response to each statement.

Agree	Strongly Agree	Slightly Disagree	Disagree	Strongly Disagree	No Opinion
1. I have definite plans for a career after highschool.					
2. I have visited the Indian Career Development Center.					
3. The Indian Career Development Center has been helpful to me in planning my future.					
4. School is helping me to prepare for a career.					
5. The counseling services at school have helped me in planning my future.					
6. I feel comfortable about using counseling services at school.					
7. I feel comfortable in using the services of the Indian Career Development Center.					
8. I have many ideas about careers I might follow.					
9. Counseling has made me aware of many career possibilities.					
10. The Indian Career Development Center has made me aware of many career possibilities.					
11. I have a good understanding of the way capitalism works in the United States.					
12. I feel well-informed about how to use money wisely.					

13. It is important to me to be able to support myself financially as an adult.

14. It is important for people to be involved in productive occupations.

15. It is possible for me to have a career which is both meaningful to me and financially rewarding.

16. Most rewarding careers require special skills and special training.

17. I know how to get the training needed for the career of my choice.

18. The Indian Career Development Center provides information about the training necessary for various careers.

19. I am making choices now which affect my future.

20. It is important to be well-informed so that I can make wise choices about the future.

21. I am getting the preparation necessary to succeed in the world beyond highschool.

22. I feel I will succeed in the world beyond highschool.

23. I feel prepared to compete successfully with people my age outside Round Valley.

24. There are many places in the world where I could live and work successfully.

25. I am well-informed about financial assistance which may be available to me while I am preparing for a career.

HIGHER EDUCATION PRE-TEST

This is a short test to determine how much you know about "Higher Education". Answer the questions as well as you can.

1. What is "Higher Education"?

2. Name three schools of higher education that are within 100 miles of Round Valley.

3. Name five schools of higher education that are within 200 miles of Round Valley.

4. What is a "commuters' college"?

5. What is a "residential college"?

6. What is the difference between a semester college and a college on the quarter system?

7. What is a domitory?

8. What are fraternities and sororities?

9. What's the difference between taking a course for a grade or on a pass/fail basis?

10. What is a "prof" ?

11. What is a T.A. ?

12. What's the difference between a lower division course and an upper division course?

13. What's an undergraduate?

14. If you want to get some information on a particular college such as entrance requirements, where might you go for such information?

15. What about money for higher education....where can you get help?

16. Name three things to consider in choosing a college?

17. What kind of college would you go to to get an A.A. degree (Associate of Arts) ?

18. What kind of college would you go to to get an A.B. degree (Bachelor of Arts) ?

19. Name one advantage of going to a Community or Junior College?

20. Name one disadvantage of going to a provate college instead of a public institution.

NAME _____

CAREER SEARCH FORM

A. The questions listed are intended to help you in your search for the kinds of facts you will want to get before you decide whether or not to choose a particular occupation as a career. If you feel that a particular question may not apply to the occupation which you are studying (or to you) ignore it.

This exercise can be used as a guide for all future job explorations. Answers to the questions asked may be obtained from many sources (reading; talking to workers or employers; career conferences; work experiences, etc.).

NAME OF OCCUPATION _____

1. FUTURE PROSPECTS: Are workers in demand today? Is employment expected to increase or decrease? Why?

_____

_____

_____

2. NATURE OF WORK: In brief, what does the worker do? Is the work done inside, outside, or both? What are the work conditions? (Hot, dry, humid, dirty, noisy, cramped, etc.) Is work done with others, around others, or alone?

_____

_____

_____

3. PHYSICAL QUALIFICATIONS: Age limits? Sex? Hight and Weight? Vision? Strength?

_____

_____

_____

4. VERBAL ABILITY: Is verbal ability very important, and to what degree?

_____

_____

_____

5. SPECIAL APTITUDES: What other aptitudes are necessary, and to what degree?

6. PREPARATION: How much and what kind of preparation is required to meet employers' standards or legal requirements?

How long does it take? Cost?

Where can one get a list of approved schools?

What kind of high school preparation is necessary?

Is apprenticeship or on-the job training required?

Is experience of some kind necessary for entrance? If so, describe.

7. ENTRANCE: How does one get his first job? (By examination? Application to employer? Joining a Union? Saving to acquire capital for opening own business? How much capital?)

8. ADVANCEMENT: Opportunities for advancement to what? After how long, and after what additional preparation or experience?

9. EARNINGS: Average earnings? Beginning earnings? Maximum expectance?

10. GEOGRAPHY: Are workers evenly distributed over the United States, or more concentrated in certain areas?

11. ADVANTAGES AND DISADVANTAGES: What do workers say they like best or dislike most about their jobs?

What about the hours of work? (long, short, overtime, night; Sundays and holidays, vacations, etc.).

Is employment steady, seasonal or irregular? Does one earn more or less with advancing age (e.g., professional athletes).

Are the skills acquired transferable to other occupations? Which?

Is the work hazardous? (accidents, occupational diseases, etc.).

12. SOURCES OF FURTHER INFORMATION: (Professional associations, colleges, industries, unions, etc.).

HELP WANTED

Job description_____

Hours or days needed_____

Salary

Name

Address Telephone

WORK WANTED

Type of work wanted_____

Times available: _____

Salary asked: _____

Name _____

Address_____ Telephone _____

CLIENT WORK EXPERIENCE RECORD

Name_____Birth date_____

Address_____ Telephone_____

Job description_____

Dates held: from_____ to _____

Salary_____Experience gained: _____

Employer's name and address:_____

Reason for leaving job: _____

Comments: _____

Referred to job by RVCDC? _____

FUNDING SOURCES

Services Provided	Code	Bureau Representative	Address	Phone
Career Counseling	CCS			
Higher Education Grant	HEG			
Adult Education	AED			
Adult Vocational Training	AVT			
On-the-Job Training	OJT			
Job Development	JDV			
Job Placement	JPL			

(L E T T E R H E A D)

date

Dear Community Member,

The Round Valley Career Development Center is underway and has already begun assisting applicants. In order for us to best serve the needs of the Indian community, we need to keep in touch with you for feedback as to your needs and interests. We hope to accomplish this by periodically sending out a short questionnaire to the members of the Indian community for their response. We appreciate your time and effort in assisting us in making this a meaningful program for all.

Sincerely,

Ernest A. Merrifield, Director
Career Development Center

(L E T T E R H E A D)

Have you heard of the Round Valley Career Development Center?

Have you seen the Round Valley Career Development Center and what it has to offer?

Would a short tour and explanation of the Career Development Center's work be useful to you?

Would you prefer to tour the center with a group or on your own?

What would be the best time for you for such a tour?

Would you need transportation to the center?

What type of program at the center would be most valuable to you? (job placement; counseling for higher education; vocational training information; financial aid information for training; adult education classes; etc.)

Do you know someone who might benefit from the Career Development Center or who might just be interested in receiving some information ?

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM
Round Valley Indian Reservation

_____
Date

Louise Miller, Education Specialist
Bureau of Indian Affairs
Sacramento Area Office
2800 Cottage Way
Sacramento, California 95825

Dear Mrs. Miller:

This is to certify that the Tribal Council and project evaluator have examined the performance and product criteria of the component objectives and hereby acknowledges achievement of those objectives at specified levels.

COMPONENT:
OBJECTIVES:

_____
Ernest Merrifield, Director

_____
Joe Russ, Chairman
Covelo Indian Community Council

_____
Sal Gelardi, Evaluator

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM
Round Valley Indian Reservation

_____
Date

Louise Miller, Education Specialist
Bureau of Indian Affairs
Sacramento Area Office
2800 Cottage Way
Sacramento, California 95825

Dear Mrs. Miller:

This is to certify that the Tribal Council and the Sacramento Area Office have examined the performance and product criteria of the component objectives and hereby acknowledges achievement of those objectives at specified levels.

COMPONENT:
OBJECTIVES:

_____
Ernest Merrifield, Director

_____
Joe Russ, Chairman
Covelo Indian Community Council

_____
Louise Miller, Education Specialist

Client Usage Record

Client_____

MATERIAL USED	DATE	REFERRED BY	FOLLOW-UP	COMMENTS

Material Usage Record

Material _____

CLIENT	DATE	REFERRED BY	FOLLOW-UP	COMMENTS

Media Center Weekly Report

Week beginning _____ and ending _____

Center Use:

Material Used	Amount Used	Comments

Total number of clients using Media Center: _____

Materials needed and other recommendations:

Daily Counselor's Report

Counselor:_____ Date:_____

Client	Subject of Counseling	Follow-up

Total number of client interviews:_____

Thoughts and Follow-up:

Recommendations:

ADULT VOCATIONAL TRAINING QUESTIONNAIRE

The Round Valley Career Development Center is presently making plans to provide adult vocational training classes for all interested community members. It's important that your needs are known so that the courses can be set up accordingly. A few minutes of your time to fill out this questionnaire will greatly help the center in meeting this goal.

1. Is there a particular skill or craft that you would like to see taught here in Round Valley? This skill could be either related to your present job, or have to do with a more desired employment.

2. What times (hours and days) would be convenient for you to attend class?

3. Would you be willing to go outside the valley for such training if necessary? (there is a possibility that gas may be paid for by the center).

4. Have you participated in any training in the past that you would recommend for others in the community? Describe.

5. Would you be willing to teach, or assist in teaching, a particular skill to other members of the community?

Name_____ Phone_____

Address _____

City _____ _____ State_____

ADULT VOCATIONAL TRAINING 1.1
Needs Assessment Instrument

The Indian Career Development Center is attempting to determine the needs of the community in the area of Adult Vocational Guidance. Please help by completing this form.

1. Do you require vocational training to secure the job you want? yes no

2. Do you need counselling in any of the following areas?

vocational opportunities	yes	no
training programs	yes	no
academic requirements	yes	no
academic opportunities	yes	no
job placement	yes	no
available financial aid	yes	no
other_____		
_____		

3. Which type of vocational preparation would best suit your needs?

on-the-job training	yes	no
training workshops	yes	no
correspondence courses	yes	no
business college	yes	no
trade school	yes	no
small class instruction	yes	no
tutoring	yes	no

4. Could you leave Round Valley for training? yes no

5. Can you leave Round Valley for job opportunity? yes no

6. Do you have transportation?

within the Valley	yes	no
outside the Valley	yes	no

7. Would you want academic credit to apply to

G.E.D.?	yes	no
college?	yes	no

8. Do you require financial assistance during training? yes no

ADULT VOCATIONAL TRAINING 1.1
Needs Assessment Instrument
(continued)

9. Do you feel you need

introduction to a new vocation?	yes	no
to refine existing skills?	yes	no
to update existing skills?	yes	no

10. Please check any vocation(s) of interest to you. Circle your first preference and/or add suggestions.

Nursing	Electricity
Medical Technician	Child Care
Carpentry	Accounting
Plumbing	Secretarial
Heavy Equipment	Clerical
Home Economics	Other_____
Food Services	_____
Hotel Management	_____
Fish and Game	_____
Surveying	_____
Journalism	_____

ADULT VOCATIONAL TRAINING 2.3
Participant Evaluation Instrument

The Indian Career Development Center is interested in what you feel about services you may have experienced thus far at the Center. Please help by completing this form.

1. I am presently involved in

Counseling	Career Education
Higher Education	Job Placement
Adult Vocational Training	Adult Education

2. What aspect of your experience with the Indian Career Development Center has been most useful to you?

Counseling	Career Education
Higher Education	Job Placement
Adult Vocational Training	Adult Education

3. How did you learn about the Indian Career Development Center?

family	I.C.D.C. Newsletter	School
friends	Round Valley News	Other_____

4. Have you found the Indian Career Development Center Newsletter helpful?

yes no

5. In using the Multi-Media Center, I was most interested in

tapes	records	books	other_____
filmstrips	cassettes	pamphlets	_____

6. If you have been involved in the training program, what aspects of it helped you most?

on-the-job training	correspondence course
workshops	small-class situation
tutoring	business school
trade school	other_____

ADULT VOCATIONAL TRAINING 2.3
Participant Evaluation Instrument
(continued)

7. Does the Center staff seem genuinely concerned about your needs?

yes no

8. Do you feel your chances of success have been improved as a result of the Indian Career Development Center?

yes no

9. Do you feel it is important for the Indian Career Development Center to continue in Round Valley?

yes no

10. Please write any comments or suggestions which you feel might improve the Center's program:

_____

_____

_____

_____

_____

_____

ADULT VOCATIONAL TRAINING 6.6
Inservice suggestions

1. An introductory open house at the Center, with programs and demonstrations to acquaint the community with services.

2. A community-wide "careers fair."

3. Periodic showings of films.

Vocational Training Evaluation

Course Title: _____

Name: _____ Date _____

Upon completion of this course a short evaluation will help the Career Development Center to know how close the training came to meeting your needs. Please take a few minutes to answer the questions below and help improve the over-all program.

1. How long did the training course last?

2. Do you feel that the course accomplished what it set out to cover?

3. What skills were taught during the course?

4. Do you feel that this course has helped prepare you for a specific job?

5. Would you prefer a more advanced follow-up course to be offered?

6. Did you receive enough personal help and attention?

7. Do you feel that this was a worthwhile course? Would you recommend it to others?

Job Placement Needs

The following questionnaire is primarly for those people who are presently unemployed. It will provide the Career Development Center with needed information to allow them to provide training and job information to those who need it. Those people who are presently employed, but at a job that is unsatisfactory to them are invited to complete this questionnaire as well.

1. Is your present state of unemployment due to: (circle)

   a. Lack of training
   b. no jobs available
   c. physical disability
   d. no high school diploma
   e. not aware of jobs available
   f. other_____

2. What type of work would you be interested in doing?

3. What training would you need for this job?

4. Would you consider a job outside of the Round Valley area?

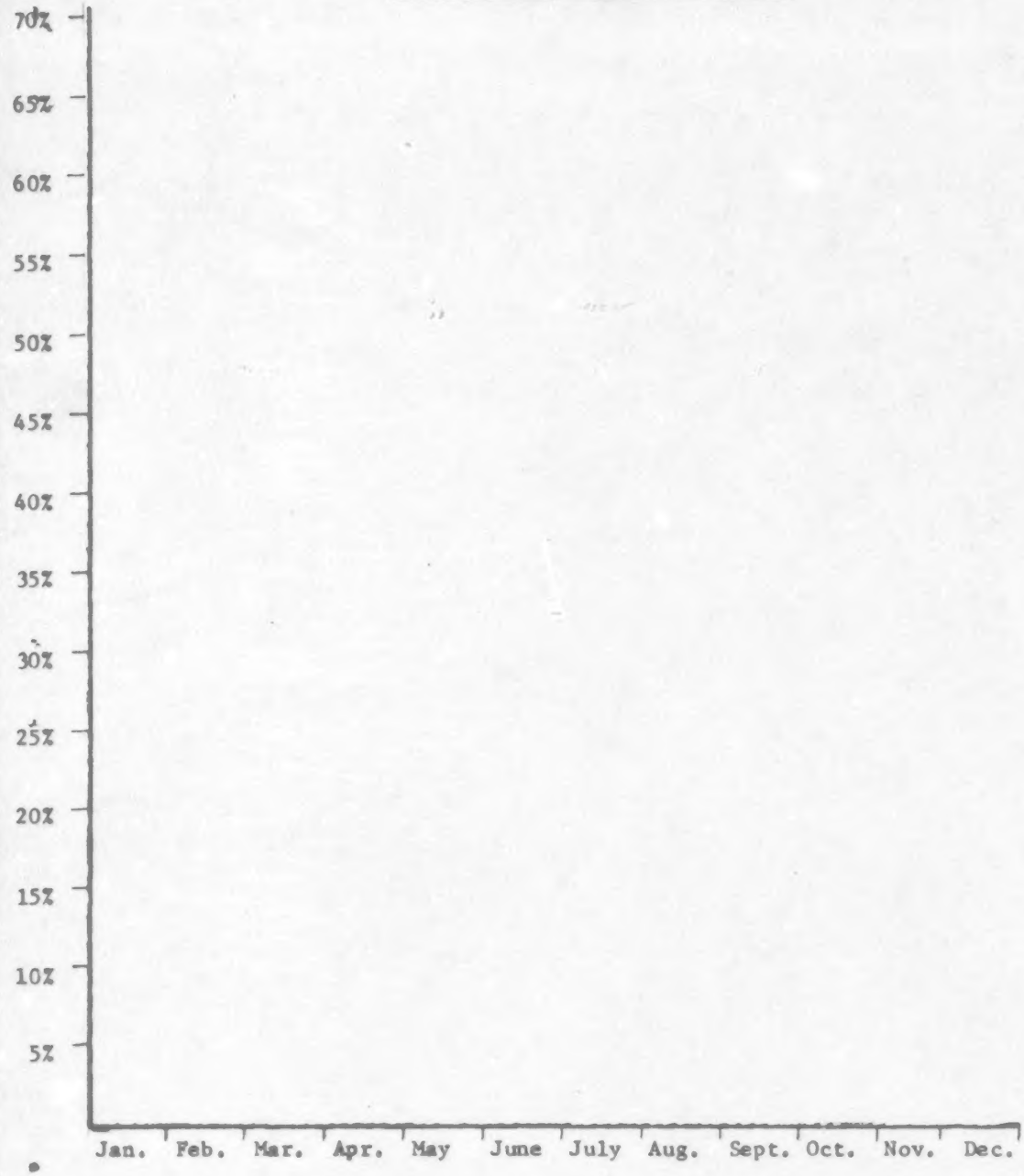
5. In what ways might the Career Development Center help you in getting a job?

Name_____ Phone_____

Address_____

COVELO INDIAN COMMUNITY
CAREER DEVELOPMENT PROGRAM
Round Valley Indian Reservation

CHART FOR RATE OF UNEMPLOYMENT



LEGEND

_____ = Round Valley Indian Reservation

---------- = Mendocino County

-.-.-.-.-.-.- = California

..... = United States

The Following Appendices Appeared in the Round Valley Career Development Program proposal. They are included here to provide background for the year end report.

APPENDIX A

PARENT SURVEY

February 18th - 25th, 1975

Number on Voting Roster: 147
Number of Members Surveyed: 77
Per Cent Surveyed: 52.3%

Questions

1. Did you graduate from high school? (If "No") What grade level?

Yes	40/77 = 52%	7th	2/77 = 3%	10th	0%
GED	0%	8th	3/77 = 4%	11th	1/77 = 1%
No	21/77 = 27%	9th	2/77 = 3%	12th	8/77 = 10%

2. How well did your education prepare you for a job or career?

Excellent	2/51 = 4%
Good	7/51 = 13%
Fair	20/51 = 39%
Poor	22/51 = 43%

3. What are 3 areas of career training, or adult education that you would like to see offered to the Indian community. (For example: business, nursing, fish and game, carpentry, etc.)

Anthropology	2	Carpentry	13	Electrical	4
Linguistics	3	Plumbing	1	Journalism	1
Nursing	16	Fish & Game	3	Arts & Design	4
Heavy Equipment	7	Home Economics	2	Business	3
Engineering Surveys	1	Painting and Finishing	2		

4. How well do you think that the school is preparing your child for a job or career?

Excellent	0%
Good	6/47 = 13%
Fair	24/47 = 51%
Poor	17/47 = 36%

5. How much of a need is there for career, job and higher education counseling for the Indian community?

A great deal	100%
A fair amount	0%
A little	0%
None	0%

6. Would you attend adult education classes for Indians if they existed?

Yes 47/52 = 90% No 2/52 = 4% Maybe 3/52 = 6%

APPENDIX B

Information compiled from the booklet - "SUM AND SUBSTANCE OF HUMAN RESOURCES".

RESOURCES	COMPONENTS AFFECTED	IN-SERVICE POTENTIAL VALUE
Aging Senior Citizens Project	1. Adult Vocational Training 2. Adult Education 3. Higher Education	1. Hobbies 2. Companionship 3. Utilization of Spare Time
Agriculture	1. Higher Education 2. Adult Education 3. Counseling 4. Adult Vocational Training 5. Job Placement 6. Career Education - School System	1. Self-employment 2. Land Development 3. Nutrition 4. Crop Disease 5. Timber Products 6. Planting 7. Home Economics
Veteran's Service Office	1. Counseling 2. Job Placement 3. Adult Vocational Training 4. Adult Education	1. Benefits 2. Pensions 3. Loans 4. Hospitalization 5. Counseling
Counseling Interact (Drug Related) Mendocino Alcohol Project	1. Job Placement 2. Counseling 3. Adult Vocational Training	1. Therapy 2. Information and referral services 3. Detoxification services and information
Terminally and Chronically Ill	1. Counseling	1. Therapy 2. Home Visits
Handicapped & Disabled Persons	1. Counseling 2. Adult Vocational Training 3. Higher Education	1. Aptitude Testing 2. Evaluation of physical and mental condition 3. Training in Communication Skills 4. Out-Reach Services

APPENDIX B (Continued)

Information compiled from the booklet "SUM AND SUBSTANCE OF HUMAN RESOURCES".

RESOURCES	COMPONENTS AFFECTED	IN-SERVICE POTENTIAL VALUE
Tutoring	1. Counseling 2. Higher Education 3. Adult Education	1. Indian Aides 2. Special Classes for Development of Reading Skills 3. Testing Services 4. Work-Study Program.
Vocational Education	1. Counseling 2. Higher Education 3. Adult Education 4. Job Placement 5. Adult Vocational Training	1. Workshop for credit 2. Job Placement 3. Academic Counseling 4. Career Counseling
Welfare Rights	1. Counseling 2. Higher Education 3. Adult Education	1. Eligibility 2. Assistance with State Department of Benefit Payments 3. Information on Benefits Available: a. Social Security b. State Benefit Paym c. Medi-Cal d. Medi-Care
Youth Services	1. Counseling 2. Higher Education 3. Adult Vocational Training 4. Job Placement 5. Career Education - School System	1. Behavior Problems 2. Referrals by Agencies 3. Counseling

APPENDIX B (Continued)

Information compiled from the booklet - "SUM AND SUBSTANCE OF HUMAN RESOURCES". (Continued)

RESOURCES	COMPONENTS AFFECTED	IN-SERVICE POTENTIAL VALUE
Disaster	1. Higher Education 2. Job Placement 3. Adult Vocational Training	1. Community Disaster a. Fire b. Flood c. Earthquake 2. Emergency Assistance
Discrimination	1. Counseling	1. Working Conditions - Labor 2. Law Enforcement 3. Workman's Compensation
Indian Community Resources	1. Counseling 2. Higher Education 3. Adult Vocational Training 4. Job Placement 5. Adult Education	1. Court Fees 2. Language 3. Arts and Crafts 4. Health needs
Job Training and Placement	1. Counseling 2. Higher Education 3. Adult Education 4. Adult Vocational Training 5. Job Placement	1. Unemployment Claims 2. Occupational Analysis 3. Job Training Programs
Tax Assistance	1. Counseling 2. Higher Education 3. Adult Education 4. Adult Vocational Training 5. Job Placement	1. Forms and general assistance 2. Assistance through contact with Internal Revenue Service
State Parks	1. Counseling 2. Higher Education 3. Adult Education 4. Job Placement	1. Tour Reservation 2. Campsites 3. Pamphlets and Materials on State Parks

APPENDIX B (Continued)

Information compiled from the booklet - "SUM AND SUBSTANCE OF HUMAN RESOURCES".

RESOURCES	COMPONENTS AFFECTED	IN-SERVICE POTENTIAL VALUE
Clinics	1. Adult Vocational Training 2. Counseling 3. Adult Education 4. Job Placement	1. Dental Services 2. Speech & Hearing Therapy 3. Services for Blind 4. Nursing services 5. Hospital services 6. Well-Baby Clinic 7. Family Planning 8. Crippled Children 9. Immunization Clinic
Career Advisor - Pat Gein Career Center - Ukiah, CA	1. Counseling 2. Adult Education 3. Job Placement 4. Adult Vocational Training	1. Films 2. Pamphlets 3. Career Advisory Data 4. Information on Career Opportunities

APPENDIX C

ADULT VOCATIONAL TRAINING - ON-THE-JOB TRAINING SOURCES WITHIN ROUND VALLEY

LOCATION	POSITIONS AVAILABLE
Keith's Meat Market	1 or more students could be used at the market. 1 person for clerical - supply work 1 person training as a butcher under direction of owner, Keith
Covelo Builders Supply	This business is owned and operated by Anna Ballentine. 2 students could be utilized as trainees. 1 for a clerk's aide 1 to handle both heavy supplies outside and small supply items inside
Rodriquis Transportation & Feed Supply	1 person could be trained to take orders and disperse feeds and supplies. 1 person could be trained as a clerk
Gasoline Service Stations Chevron Shell Phillips 66	Three stations located in Covelo. Each of the stations could help by offering a training position through the direction of the CDC
U. S. Post Office	1 training position - will have to be developed
Round Valley Inn (Restaurant and Cocktail Lounge)	1 Training position for cook as cook's helper 1 Training position for clerk-waitress
Davis Market & Davis Store	1 or more clerk-supply trainees for each store. Could be coordinated by the CDC counselors.
Jack Cambell Logging & Contruction Company	A trainee for heavy equipment operation could be coordinated by the job placement counselor.

APPENDIX C (Continued)

ADULT VOCATIONAL TRAINING - ON-THE-JOB TRAINING SOURCES WITHIN ROUND VALLEY

LOCATION	POSITIONS AVAILABLE
U. S. Forest Service	Dept. of Agriculture - a variety of trainee positions may be developed within the Covelo District including positions in forestry, timberstand improvement engineering, surveys and construction, fire control, fire teams, and smoke jumping. Also, campground management and clerical work.
Covely Indian Community Council	Can develop positions for trainees in janitorial services, construction, building projects, communication techniques, community organization procedures.
L. P. Lumber Industries	The CDC counselors may coordinate with the industry administration for a vast variety of trainee positions including, clerical, general business, labor and management.
Round Valley School District	Trainees as office staff, custodial positions.
OEDP - Overall Economic Development Plan 701	Planning funds may use trainees according to needs as assessed by the Community Planner, Joe Russ
Senior Citizens	Trainees assisting on the Nutrition program learning the values of nutrition, and training could be given in organizing for community services.

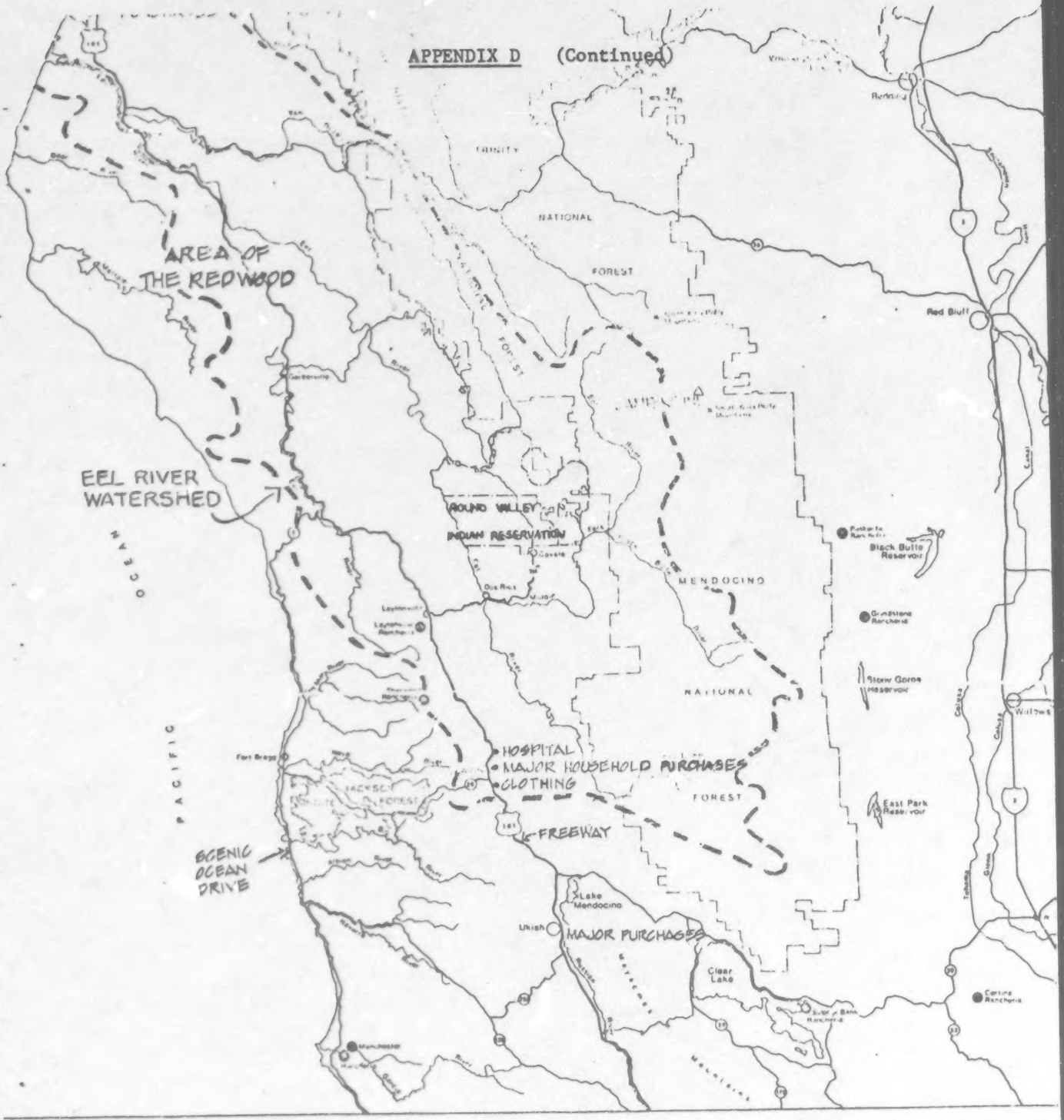
TRAINING AREA AND SOURCES OUT OF THE ROUND VALLEY AREA

These sources will be coordinated and listed through the Human Resources Committee.

Coordination of these outside training programs will be the duties of the Director and Counselors of the CDC. (Also the local sources).

APPENDIX D

Excerpts from "Comprehensive Plan Round Valley Indian Reservations".



REGIONAL INFLUENCES

ROUND VALLEY INDIAN RESERVATION

The preparation of this plan was aided by the California Planning and Community Affairs Agency through a federal grant from the U.S. Department of Housing and Urban Development under the provisions of Section 701 of the Housing Act of 1954, as amended.

ENVIRONMENTAL CONCERN INC. SPOKANE, WASH

CULTURAL HISTORY

(By Ernest Merrifield, Covelo Indian Community Member)

The Yuki Indians were the native people who inhabited the area now known as Round Valley. The Yuki Tribe also was respected by neighboring Indians to have approximately a fifteen mile radius of land within the "Yuki World." This land base belonged to the Yuki Indians for many thousands of years.

Some of the first reports by the earliest settlers stated that the population of the Yuki Tribe within the valley floor and the surrounding foothills numbered somewhere from 7,000 to 11,000 people. Later it became known that sub-tribes of the Yuki occupied valleys and glades nearby which contributed to a much greater population. It is not known today what the total population might have been before White Anglo-Saxon settlement.

The valley was "discovered" by non-Indians in the Spring of 1854. Soon after its discovery a few very humane persons agreed that the Indian people should reserve for themselves the entire valley for an Indian Reservation. From vigorous insistance the valley was declared an Indian Reserve and boundaries including the entire valley established by Executive Order in 1870. The Order also stated that present settlers remove; and it included the statement that further settlement should be prevented. Further settlement was not prevented or discouraged even though the Government began to bring in many Indian people from a number of tribes from the Northern California areas.

Besides the Yuki Indians (who originally inhabited the Round Valley area), the newly established Reservation was populated by people from the following Tribes: the KATO from the Laytonville area, the LASSIK from the Alderpoint area, the WAILAKI from the Island Mountain area, the POMO from the Willits, Ukiah, Potter Valley, Lake County, and Santa Rosa areas, the MAIDU from the Chico area, the YANA from the Mt. Lassen area, the WINTUN from the Sacramento Valley area, the PIT RIVER from the Modoc County area, the CONCOW from the Sacramento Valley area, the LITTLE LAKE from the Willits area, and lastly, the NOMELAKI from the Paskenta-Newville area. An accurate record of how many from each tribe was not kept, but some estimates of the total number of people "driven" into the Reservation were around the 5,000 mark.

Ten years after the discovery of Round Valley, Congress passed an "Act to declare Round Valley an Indian Reservation."

This was done in the Spring of 1864, and it declared that the entire valley floor and the surrounding foothills be within the boundaries. At that time there were some 18 settlers living in the south end of the valley. They were wealthy ranchers who owned much livestock that grazed freely throughout the valley floor; consequently these settlers were not in favor of leaving such fine pasture. These same settlers were among the few politically powerful people who brought about the division of the Indian Reserve.

Twenty years after the discovery of Round Valley, in the Spring of 1873, Congress passed another Act: "The Reduction of the Round Valley Indian Reservation." This act of Congress declared that all those lands south of the Township line between Townships 22 and 23 North shall be given to the State of California. This act of Congress took away about 2/3 of the valley, and it left only about 10,000 acres of valley land for all of the Indians. Also under this particular Act of Congress new boundaries for the north end of the Reservation were authorized, and these were determined by Executive Order on May 18, 1875. The new boundary of the Reservation was the line of Townships 22 and 23 North, its intersection with the Middle Fork of the Eel River, then up the center of the river to the mouth of Williams Creek, up Williams Creek to its head, then directly over the ridge to the head of Hulls Creek. The boundary then followed Hulls Creek to its convergence into the North Fork of the Eel River, down the center of this river to its convergence into the main Eel River, then up the Center of the Eel River to the intersection with the previously mentioned line between Townships 22 and 23 North. In 1876 the President added Camp Wright to the Reservation. This boundary, encompassing over 100,000 acres, is still recognized today even though there is much "private" land within. Looking at a map of this area one would begin wondering how, from all of this land base, did the Indian lands become reduced to presently a mere 18,566 acres?

In the year of 1887 Congress passed the Allotment Act. This Act was meant to divide and sub-divide all the Indian Reservation lands. On the Round Valley Indian Reservation the valley lands were sub-divided into five and ten acre lots. A family was allotted ten acres for the father, five acres for the mother, and five acres for each child. Allotments of fifty and seventy acres in the mountain areas were given to each family. The Allotment Act proved to be a severe detriment to most Indian Reservations because many people lost their lands through taxes and personal debts.

The Indian Reorganization Act (I.R.A.) was passed in Congress in 1935. The Reservations were to benefit from this Act since its purpose was to establish self-government within the Indian communities. Under these new policies the Indian people would not be governed in the cultural and traditional manner, but they would now be governed by an "elected" body of people called a council. This council would be delegated certain specified powers, but at the same time the council would still have to answer to the Bureau of Indian Affairs (B.I.A.)

The state of affairs of the Indian people of the Round Valley Indian Reservation since the establishment has been negative in many respects. Probably the one single effect among the members of the Round Valley Indian Community is that caused by the "self-image" under which the people have been forced to live. Having to live in a totally "White Anglo-Saxon" oriented society, which has no concern for the history, culture, or tradition of the American Indian, has definitely caused the Indian person to feel that his heritage has no bearing or consequence on his future.

For some 118 years now, the Indian of Round Valley has been existing under an image of inferiority. He has learned from the White society that the philosophy and way of life of the American Indian is not sufficient enough for the proper "civilized" modern standards. This has had a devastating effect on the Indian person's pride and being.

Some of our children are yet to be taught to "see" themselves in their own true light. It is our hope that they will come to the realization that they are capable individuals, and develop themselves to their full potential. This process will begin to change the old stereotyped image which has constantly plagued the Indian race.

POPULATION

THE PEOPLE LIVING ON & OFF THE RESERVATION

Our Tribe, known as the Covelo Indian Community, are descendants of the Concow, Little Lake, Maidu, Nomalaki, Pitt River, Pomo, Wailaki, Wintuon, and Yuki people. We have grown as a group at a rate of about two persons per 100 each year.

Year	1930	1940	1950	1960	1970	1971	1974
Tribal Population	739	848	981	1115	1582	1600	1720

We expect that the growth rate of the past forty years will continue to the year 2000.

Assuming this rate for the next 30 years, high, medium, low forecasts have been made by varying this rate to a slight degree.

	1971	1980	1990	2000
High	1600	1950	2300	2800
Medium	1600	1900	2250	2700
Low	1600	1850	2200	2600

By the year 2000 total Tribal enrollment in the Covelo Indian Community should range between 2600 and 2800 persons.

ROUND VALLEY INDIAN RESERVATION

CALENDAR YEAR 1974 MEMBERSHIP

Age Group	ON RESERVATION MALE	ON RESERVATION FEMALE	IN ROUND VALLEY BUT NOT ON RESERVATION MALE	IN ROUND VALLEY BUT NOT ON RESERVATION FEMALE	TOTAL
0-5	37	26	8	6	77
6-9	16	19	4	9	48
10-14	16	20	8	3	47
15-19	19	16	3	6	44
20-24	13	16	7	4	40
25-29	9	16	1	3	29
30-34	9	11	0	3	23
35-39	5	7	0	1	13
40-44	14	10	0	2	26
45-49	9	4	2	0	15
50-54	8	6	0	1	15
55-59	5	3	0	0	8
60-64	5	5	0	1	11
65-69	7	5	0	0	12
70-74	4	5	1	0	10
75-over	3	5	0	1	9
TOTAL	179	174	34	40	427

Total on-Reservation	353
In Round Valley (not on Reservation)	74
All Other off-Reservation	1293
Total Round Valley Membership	1720

Source: Round Valley Health Project
--1/15/74

THE PEOPLE ON THE RESERVATION

Trends

The number of our Covelo Indian Community residents on the Round Valley Indian Reservation has persistently declined. Between 1930 and 1970, there was a net decrease of over 100 persons.

Round Valley Indian Reservation

Tribal Population

1930 - 1974

Year	1930	1940	1950	1960	1970	1971	1974
Population	442	420	400	360	323	328	427

People have left the Reservation (or out-migrated) over the past 40 years due to many reasons: undeveloped natural resources, the lack of educational and job opportunities, poor housing conditions, and isolation have caused many members to leave the Reservation. This condition, characteristic of many rural communities, is especially prevalent here.

Percentage of On-Reservation by Age - 1970

	0-19	20-60	60+
Round Valley Reservation	48%	39.2%	12.8%
Covelo Indian Community	38.3%	39.7%	22%

The under-19 age group of the community represents almost half of the population. Today their needs are education and recreation. As adults they will need employment, housing, and community facilities if they are to stay.

The number of people in the 20-60 age group decreases as young people leave the Reservation. Job opportunities and improved housing are needed to keep significant numbers of this group on the Reservation to revitalize and build the Covelo Indian Community.

The 12.8% of persons 60 years and older need increased health care, special transportation, additional community facilities, and increased social services.

Family Size and Distribution

Tribal members living on the Reservation consist of 99 family units, with an average of 3.48 persons per family. Family size varies from one to 13 people, with 40% being 1 or 2 person families, 50% being 3 to 6 person families, and 10% being 7 to 13 person families. All homes are within 2½ miles of the old reservation school. Although there is some clustering of homes, the living pattern tends to be rural and dispersed.

Population Projection

The projection of on-reservation membership considers out-migration over the past 40 years and the possibility that improvement in housing conditions and additional job opportunities will occur in the future and alter the migration trend. Three projections have been prepared: a low, medium, and high population growth rate. The low projection assumes continued out-migration and little improvement. The medium projection, which is considered the most likely, assumes that the current birth rate will decline gradually, and community members moving back to the reservation will balance the number of persons moving to other areas. The high population projection assumes in-migration.

Round Valley Indian Reservation population 1970, and projections 1980-2000:

	1970	1980	1990	2000
High	348	374	569	757
Medium	348	362	380	478
Low	348	336	321	303

Recent Trends

The period 1970 to 1974 reflects a net gain of 100 persons living on or adjacent to the Reservation. A recent Health Project survey counted 353 persons living within the boundaries and 74 persons living adjacent to the Reservation.

In-migration is clearly responsible for this recent increase in community population. While the causes of this migration are not totally clear, recent actions by the Council to expand services for Tribal members may in part account for this in-migration. Another probable cause may be attributed to the recent economic problems prevalent throughout the country, such as food, fuel, and material shortages, which have an immediate impact on employment opportunities and a family's perception of security.

If this trend continues, it is clear that pressures on the Council for social, physical, and economic development will continue to increase.

HUMAN RESOURCES

For discussion of Human Resource development needs the following groupings have been made:

ELDERLY - 60 years and older

COMMUNITY BUILDERS - 20-60 years

YOUTH - 19 years and younger

THE ELDERLY

Or-reservation elderly are 37 in number and constitute 12.8% of our population. The number of elderly on the Reservation will grow rapidly over the next 30 years, due to natural increase, improved medical facilities, and in-migration.

Estimated population	1970	1980	1990	2000
Ages 60 +	37	56	77	81

Problems of the Elderly

1. None of the elderly persons are employed.
2. There is no transportation system for the elderly.
3. There is no special care housing for the elderly.
4. Not all of the elderly are receiving the benefits of social programs designed to meet their needs.

Objectives

1. Employment opportunities should be provided for those who desire work. Possible work includes tribal beautification projects; park maintenance; cemetery maintenance; environmental preservation projects; acting as guides in the wilderness area; teaching the young in the classroom under the teacher aide program, title I, of the U.S. education act; staffing a museum; teaching dances, arts and crafts; preparing the traditional foods for tourists visiting Round Valley.
2. The Tribal Council should develop an outreach program to insure that all eligible members of the elderly community receive social security, veterans pensions, and other services guaranteed them by federal and state governments.

3. Activities and programs should be designed for the elderly. Space should be provided in the community facilities building. Funding Source: Title III of the Older Americans Act.

Long Range Objectives

1. The elderly should be guaranteed a minimum annual income.

2. Special care housing should be provided for the elderly.

3. A senior citizens center with programs and activities should be developed to include both Indians and non-Indians of Round Valley.

4. The existing community outreach program, currently utilizing two senior citizens' aids, should be continued and possibly expanded.

COMMUNITY BUILDERS

Members between the ages of 20 and 60 number 113 and account for 39.2% of the on-reservation population. From this group comes community leadership. We propose to create new job opportunities, improved housing conditions, new community facilities and recreational programs over the next 30 years. These improvements should gradually lead to in-migration and the return of tribal member community builders to Round Valley.

Population	1970	1980	1990	2000
Ages 20-60	113	164	236	334

Problems of persons age 20-60

1. There are few job opportunities except in the timber industry.
2. Personal income is low.
3. There has been little attempt to create new jobs.
4. There is little time for cultural and recreational activities.
5. Adult educational programs are not being utilized.
6. Skills improvement through on-the-job training is limited.

Objectives

1. With assistance from Mendocino County, the State and Federal Governments 60 new jobs should be provided over the next 5 years. The following list of positions with necessary training indicates the scope and need of the Covelo Indian Community which members of the Covelo Indian Community could fill.

Tribal

1 Tribal Chairman
1 Tribal Accountant
1 Tribal Planner
1 Housing program administrator
1 Human Resource Development special
1 Special program coordinator
1 Recreation Director
7

Tribal Construction Co.

1 Construction foreman
5 man construction crew
5 construction trainee positions
3 road maintenance personnel
14

Public Service	Professional
2 Policemen	3 Businessmen
1 Police Trainee	4 Teachers
4 Fire Department personnel	8 Teachers' Aides
1 Postman	1 Lawyer
2 Park Maintenance personnel	1 Doctor
1 Game Warden	2 Nurses
2 Foresters	3 Medical Aides
3 Forest Maintenance personnel	22
16	

Tourist
2 Campground personnel
3 Indian Craftsmen
1 Tourist Guide
6

2. The Tribal Council and the committee on education should continue to develop special courses on the Reservation to include the adult education, work and training programs, vocational training, etc.

Creating new job opportunities will achieve a more stable economy, less dependent on the timber industry. It will provide a choice of employment opportunities not presently available. As employability increases, family and per capita income will increase. Additional income will allow for increased recreational and cultural activities.

YOUTH

Persons 19 and under constitute 48% of the population and number 138. These persons represent the future of the community. In the past, many of the young people have left the community seeking jobs or education. By providing new jobs, improved housing conditions, improved community facilities and recreational activities, the young can be encouraged to settle in Round Valley and become community builders.

Population	1970	1980	1990	2000
1-19 years	138	154	256	332

Problems of Young People

1. The education system is somewhat irrelevant to the needs and life style of the Indian community.

2. There are few youth oriented social, recreation or athletic programs. Facilities for such activities are lacking.

3. There are few part- or full-time jobs available. The lack of economic diversity allows little choice of job type.

4. The belief that more opportunities and a better life await the young in metropolitan areas encourages outmigration.

5. Indian youth are entering an era in which they must reaffirm their ethnic and cultural identity.

Objectives

1. An advisory committee on education has been formed. The committee serves as the core of the parent-teacher association. The committee should continue to deal with the physical needs of the schools and engage in curriculum evaluation, designing and recommending additional culturally-oriented programs for the Covelo Indian Community.

2. The Tribal Council should seek further representation on the school board.

3. Pre-college courses should be emphasized in the high school curriculum to insure that members of the community will become proficient in the professions and in areas of business and management.

4. Solicit funding for a scholarship program to enable members of the Covelo Indian Community to attend college upon high school graduation. Revenue-sharing funds may be a possible source of funding.

5. A teacher-aide program should be continued, utilizing elderly members of the Covelo Indian Community as aides in the classroom. This is a natural role for the elderly of the community since they have traditionally been respected as teachers and educators of the young.

6. Obtain funds to provide for a review and evaluation of the existing elementary school curriculum. Funds for implementing programs to upgrade student skills are also needed.

7. The Tribal advisory committee on education should seek additional funds for education through the Johnson-O'Malley Act to implement the recommendations and meet the educational needs of the Covelo Indian Community.

8. Improve and increase educational opportunities in the following areas:

   a. Athletic and recreation programs.

   b. Vocational training, apprenticeship and on-job training programs.

   c. Diversify existing school curriculum making it more relevant to the needs of the Indian Community.

9. Provide part- and full-time employment opportunities for young people in:

   a. Reservation clean-up, maintenance.

   b. Forestry and development agriculture and livestock, automotive, etc.

   c. Selling and services.

   d. Child care, social programs, secretarial, education, health.

   e. Arts and crafts cultural preservation and development to cottage industries.

10. Expand the Head Start program and initiate a child day care program.

EMPLOYMENT AND INCOME

Tribal membership in 1974 was 1720 men, women and children. About four-fifths of the members do not live in Round Valley, many having left to seek better jobs or educational opportunities. About one-fourth, or 427 Tribal members, live on the Reservation today.

PROBLEMS OF ON-RESERVATION MEMBERS

Unemployment

The following table indicates the percentage unemployed in the Indian labor force and compares that percentage with Mendocino County, State of California, and the United States. These are people who should have been working to have an adequate standard of living and to help build the Covelo Indian Community.

Percent of Available Work Force Who Were Unemployed *

	Covelo Ind. Comm.	Mendocino County	Calif.	U.S.**
March 1966	40.0%	13.9%	5.6%	
September 1966	32.0%	5.3%	4.0%	4.9%
March 1967	39.4%	13.1%	5.6%	
September 1967	27.5%	4.8%	4.0%	5.0%
September 1968	16.7%***	4.6%	3.7%	
March 1968	34.0%	11.4%	5.8%	4.5%
March 1969	22.0%	10.2%	4.9%	4.4%
March 1970	48.2%	9.3%	5.7%	6.1%
March 1971	34.1%		9.7%	7.0%

* Source: BIA, State of California, Dept. of Human Resources.
** Annual Averages
*** Due to extra long agricultural season

It can be seen that while unemployment for Mendocino County has been higher than the State of California and the United States, the Covelo Indian Community has experienced a three to five times higher unemployment rate.

Low Income

A lack of job opportunities for community membership is reflected by low average family income and low per capita income. In 1971, average family income was $2,924.00. The

national non-Indian average family income for 1970 was $11,106.00, which is almost four times higher than local average family income. Average per capita income in 1971 was $1,010.00, one-fourth the 1971 average per capita income of non-Indians in the United States, which was $4,160.00, and average per capita income of California residents which was $4,510.00.

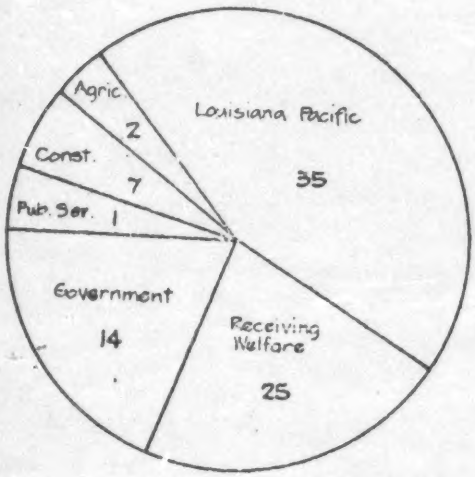
Jobs

There are few jobs available. The Louisiana-Pacific Saw Mill and Logging operations account for 35 jobs. This amounts to 42% of the employed labor force. All government provides 14 jobs. Welfare is a basic income source for 25 members or 30% of the labor force.

SOURCES OF PERSONAL INCOME & JOB DISTRIBUTION

1971

COAL



SOURCE: TRIBAL PLANNING OFFICE